Annotated References

EDUC 7900

Ahmetrie Wise

Student ID: A00355270

Dr. Rebekah McPherson

October 13, 2013

Annotated References

[Bofill, Leslie](javascript:__doLinkPostBack('','ss%7E%7EAR%20%22Bofill%2C%20Leslie%22%7C%7Csl%7E%7Erl','');) (2013). Constructivism and Collaboration Using Web 2.0 Technology. *Journal of applied learning technology*, 3 (2) 31-37. ISSN: 2160-0953

"Relying on a learning theory to guide the development of a language learning lesson plan is an important skill for language teachers. Even more important is integrating the various Web 2.0 technologies available for teachers. Merging the two requires knowledge and practice and an understanding of the role an instructional design (ID) methodology plays in guiding the design. Using constructivism and an instructional design model, this paper develops a language learning lesson based on constructivism that incorporates Web 2.0 technologies to enhance collaboration of students in an online Teaching English as a Second Language (TESOL) course. Included in the development of the lesson is the application of the ID model to each step of the process: needs assessment, content development, implementation, and assessment. An instructional lesson design framework, originally designed for second language teaching, was used to guide the lesson plan development" (Brofill, 2013).

Huang, K. & Ke, C. (2009). Integrating Computer Games with Mathematics Instruction in Elementary School- An Analysis of Motivation, Achievement, and Pupil- Teacher Interactions. *World academy of science, engineering and technology* (60), 261- 263.

This study examines the effectiveness of implementing computer games as a part of instruction for mathematics. The use of this study determines that after the game activities are completed, results are that achievement, attitude, and student engagement increased in mathematics.

This study will be beneficial to the project because it has evidence that when computers are implemented correctly student achievement in an assessment or activity will increase. The study identifies games that are effective towards curriculum and instruction. Teachers also impact students by assisting them with a skill of study, such as problem-solving.

[Kaufman, Paula](javascript:__doLinkPostBack('','ss%7E%7EAR%20%22Kaufman%2C%20Paula%22%7C%7Csl%7E%7Erl','');) (2012, January). Let's Get Cozy: Evolving Collaborations in the 21st *Century Journal of library administration*, 52(1), 53-69. ISSN: 0193-0826

"As new digital technologies make the storage of redundant [print](file:///C:\) copies less important, as strained budgets can support fewer subject specialists, and as demands for new services such as data stewardship rise, it is clearer now than ever that libraries’ traditional consortia and their places and roles within academic institutions must be rethought and changed expeditiously if academic libraries are to be vitally important. This article, a companion piece to Joan Giescke's article in this issue, explores this concept and offers some possible models for collaboration".

[Kutsyuruba, Benjamin](javascript:__doLinkPostBack('','ss%7E%7EAR%20%22Kutsyuruba%2C%20Benjamin%22%7C%7Csl%7E%7Erl','');)(2013). Teacher Collaboration in Times of Uncertainty and Societal Change. 45 (1). 25-49. *European education* 45 (1), 25-49 ISSN:1056- 4934

"The work of teachers is subject to changing not only policies and reforms but also the complexities and contradictions of societal transformations. This paper examines teachers' perceptions of the impact of post-Soviet transformations on teacher collaboration amid the changing education policies and reforms in Ukraine. Drawing on qualitative methods such as document analysis, focus groups, and individual interviews, this case study reveals that the nature, content, and format of collaboration among teachers in schools are susceptible to transformations at the macro (societal) as well as micro (school) levels. The study points to the ongoing struggle between the forces of modernity and postmodernity and highlights dilemmas and paradoxes that characterize educational reforms in post-Soviet Ukraine" (Sharpe, 2013).

Sharpe, M. E. (2013). Welcome to JournalTOCS: Where Researchers Keep Up-to-date. European education. Retrieved from <http://www.journaltocs.hw.ac.uk/index.php?action=browse&subAction=pub&publisherID=635&journalID=4135&pageb=1>

[McClowry, Sandra Graham](javascript:__doLinkPostBack('','ss%7E%7EAR%20%22McClowry%2C%20Sandra%20Graham%22%7C%7Csl%7E%7Erl','');), [Rodriguez, Eileen T.](javascript:__doLinkPostBack('','ss%7E%7EAR%20%22Rodriguez%2C%20Eileen%20T%2E%22%7C%7Csl%7E%7Erl','');), [Tamis-LeMonda, Catherine S.](javascript:__doLinkPostBack('','ss%7E%7EAR%20%22Tamis%2DLeMonda%2C%20Catherine%20S%2E%22%7C%7Csl%7E%7Erl','');), [Spellmann, Mark E.](javascript:__doLinkPostBack('','ss%7E%7EAR%20%22Spellmann%2C%20Mark%20E%2E%22%7C%7Csl%7E%7Erl','');), [Carlson, Allyson](javascript:__doLinkPostBack('','ss%7E%7EAR%20%22Carlson%2C%20Allyson%22%7C%7Csl%7E%7Erl','');) , & [Snow, David L.](javascript:__doLinkPostBack('','ss%7E%7EAR%20%22Snow%2C%20David%20L%2E%22%7C%7Csl%7E%7Erl','');) (2013, July - September). Teacher/Student Interactions and Classroom Behavior: The Role of Student Temperament and Gender. *Journal of research in childhood education.* 27 (3), 283-301. ISSN: 0256-8543.

"The purpose of this study was to examine the relationships of student temperament and gender to disruptive classroom behavior in urban primary grade schools"

McClure, C. T. (2008, September). Essentials on Education Data and Research Analysis. *The benefits of teacher collaboration.* Retrieved from http://www.districtadministration.com/article/benefits-teacher-collaboration

“Teacher collaboration and professional learning communities are frequently mentioned in articles and reports on school improvement. Schools and teachers benefit in a variety of ways when teachers work together. A small but growing body of evidence suggests a positive relationship between teacher collaboration and student achievement“ (MClure, 2008).

Palloff, R. M. & Pratt, K. (2005). *Collaborating online: learning together in a community*. San Francisco, CA : John Wiley & Sons, Inc.  
  
 Authors Palloff and Pratt provide guidance for educators seeking practical strategies to benefit their students work together in activities and projects. The knowledge and experience are identified in details to demonstrate how student collaboration is supported in learning within a group while promoting creativity, skills, practice, and critical thinking towards problem-solving.

Conclusion

References were identified and summarized. The details for each reference was provided as well. Overall, these references relate to the project because they deal with education, technology, and collaboration in a learning environment.